

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **24Q125**

School Name: **I.S. 125**

Principal: **JUDY LYNN MITTLER**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Intermediate School Number (DBN): 24Q125
School Type: Public School Grades Served: 6-8
School Address: 46-02 47ave Woodside, NY 11377
Phone Number: 718-937-0320 Fax: 718-361-2451
School Contact Person: Robert Marino Email Address: Rmarino4@schools.nyc.gov
Principal: Judy Mittler
UFT Chapter Leader: Judy Glazer
Parents' Association President: Sabel Vega
SLT Chairperson: Robert Marino
Student Representative(s): _____

District Information

District: 24 Superintendent: Madeline Taub-Chan
Superintendent's Office Address: 98-50 50th ave Corona, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718 672-3117

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Judy Mittler	*Principal or Designee	
Judy Glazer	*UFT Chapter Leader or Designee	
Sabel Vega	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robert Marino	Member/Administrator	
Maryann Morgan	Member/UFT	
Nicole Goldman	Member/UFT	
Kissba Marwa	Member/Parent	
Jodi Hernandez	Member/Parent	
Gisella Palacios	Member/Parent	
Rita Aspiroz	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

I.S. 125, located in Woodside/Sunnyside, Queens, is a robust and vibrant learning community that serves a diverse student body hailing from over 70 countries. Our two hundred and fifty-nine English Language Learners receive a supportive, inclusive and differentiated education during the week; also attend an ELL Saturday academy to further their language acquisition. We have a comprehensive arts program, which affords all our students the opportunity to take dance, theatre, chorus, orchestra or art three times a week. Our Regents program offers qualifying students the opportunity to enter high school with credit for four Regents exams, Algebra, 11th grade English, 11th grade U.S. History and Government, and Earth Science, as well as the foreign language proficiency exam. We are in our 14th year of partnership with the Sports and Arts in Schools Foundation, which serves 300 students each day for 3 hours, as well as club programs, including: theatre, dance, chorus, yearbook, Builders Club, Sunnyside Community Services, Kiwanis, student government, green team, and our morning radio show, WBLISS. In addition, we have inter-scholastic basketball teams and intramural sports programs.

To better serve our ELL and SWD population, Boost and Blitz has been implemented. This intervention is a hands on approach to teaching phonics based instruction designed to target students reading far below grade level. Through ongoing assessment, this program tracks student progress and enables teachers to determine if students are lacking in fluency or decoding. We are also implementing Achieve 3000; a non-fiction cross content reading program that differentiates articles based on students lexile levels. This program gives students the opportunity and to delve deeper into vocabulary acquisition and use close reading strategies to deconstruct complex text. The principal, ELL assistant principal, and ELL teacher have attended the Harvard/OELL MS literacy institute workshops to learn and implement strategies to move long-term ELL students into the general population.

After reviewing the 2013-2014 baseline assessments it was evident that students were lacking in basic writing skills. As a result, two teacher leaders received extensive training on Judith Hochman's Writing Revolution Program. It is a program that is designed to address basic writing skills. The teachers turn keyed the training to the staff and as of September 2014, all content area teachers are implementing this program.

After completing our first round of observations, it was evident that teachers needed additional strategies to facilitate questioning and discussion techniques in their classroom discussion. Professional developments were provided to the staff on effective question and discussion strategies from Expeditionary Learning on Engage NY. We have also partnered with Queens College in the NYC DOE CSD24 Collaborative designed to nurture and cultivate student teachers.

Our mission statement, "We, the school community of I.S. 125, including parents and local community organizations, will create a safe, welcoming and nurturing learning environment for all students including ELL, Special Education and high achieving students. The quality of teaching and learning will be enhanced through

the inclusion of cultural arts and technology into the core curricula while addressing the physical, intellectual, emotional and social needs of the school community in order to promote excellence. Self-esteem, respect, understanding and appreciation of diversity will be fostered, thereby creating a community of lifelong learners committed to the improvement of the world.” embodies our philosophy that a student-centered public education is the cornerstone of the path to college and career.

Based on an in-depth analysis of the School Quality Guide and data files, there was an increase in the overall median adjusted growth percentile for the state math exam. In 2012-13, the data indicated 54.2% of the peer range while in 2013-14, the data indicates 76.4%. Additionally, there was a 5.9% increase in the ELA Average Student Proficiency when compared to the peer range. In 2012-13, the data indicated 60% of the peer range while in 2013-14; the data indicates 65.9% of the range. However, in 2013-14, the school’s results for the median adjusted growth percentile in ELA decreased by 8 points. In 2012-13, the data indicated a median adjusted growth percentile of 68.0 while in 2013-14, the results indicated 60.0.

Current trends include:

1. School year 2013-2014 ratings: 9 highly effective teachers; 81 effective teachers; 4 developing teachers; 1 ineffective teacher.
2. Meeting the target score on the School Quality Survey (SQS) for student achievement and progress.
3. New York State School Report Card Annual Yearly Progress (AYP). In good standing.
4. Positive trends in observation ratings. School trends in Davidson from September 2013 to June, 2014 saw a growth of 25% at proficiency level.

According to our School Quality Survey for 2013-2014:

- 29.9% of students met the state standards in ELA (city average 73.8% peer average 71.1%)
- 45.6% of students met the state standards in math (city average 100% peer average 91.0%)
- Overall Student Progress score of 70
- Overall Student Achievement score of 74
- We exceeded the target for Student Progress and Student Achievement

According to our most recent data, we as a school need to address the lack of progress in literacy within the middle school student body. Core Inquiry Leadership Team and our SLT will be using our weekly/monthly meeting time to decide on possible strategies and protocols to address this concern after reviewing specific student data. We will implement and monitor the progress of whatever instructional decision we put in place. The NYC School Survey Report shows all students are exceeding the citywide average.

% Satisfaction Citywide Satisfaction Average
For all Middle Schools

Instructional Core	93%	89%	(all ratings are above the citywide average)
Systems for Improvement	91%	87%	(all ratings are above the citywide average)
School Culture	90%	86%	(all ratings are above the citywide average)

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
1 - Our 2013 State ELA exam showed stagnant to moderate growth. Furthermore, teacher-created student data was at or below standard in Socratic Seminar, writing and problem solving.	
2 – High standards have been set in every classroom and measured by MOSL scores, formative and informative assessments with common rubrics, and teacher observations.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, through the use of close reading, teachers will implement researched based strategies aligned to the Common Core Learning Standards, which will enable all students to use evidence to support their thinking in discussion, in writing, and in problem solving. Through this focus, students will develop communication skills and persistence through grappling with complex text that support college and career readiness. This will be evidenced by increased rigor in student discussion and writing, and measured by MOSL scores, formative and informative assessments with common rubrics, and teacher observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers will receive professional development pertaining to the use of close reading strategies.	All subject teachers	9/14-11/14	Administration overseeing subject teachers

Teachers will receive books and related materials			
Special education teachers have received training in hands on application of the phonics program, Blitz and Boost	All Special education and ELL teachers	9/14-11/14	Special Education and ELL supervisors
I.S. 125's instructional focus has been aligned to support the use of researched-based close reading strategies.	All students	9/14-6/15	Administration/Instructional Teacher Leaders
Trust will be gained in a culture of growth, collaboration and practice to achieve high levels of student achievement.	Teachers	9/14-6/15	Teachers/Administrators/Instructional Teacher leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development hours and materials, including but not limited to a copy of “Close Reading of Informational Texts” and “Notice and Note” for each staff member. Monitoring of progress by teacher leaders and administration by attendance at team meetings. Team meetings have been rescheduled from classrooms and now take place in an administrator’s offices.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
1-	Formative assessment will be given in January to gauge the progress of students in areas targeted by this goal			
Part 6b. Complete in February 2015 .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
The 2013-14 Learning Environment survey suggested that 23% of students felt that they were not know and/or not cared about at school.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, after providing each student the names and office locations of all support staff on agenda labels, increasing individual high school articulation meetings with guidance counselors, and expanding student government meetings with the administration, the percentage of students that feel they are cared about and who are known by staff members will increase from an average of 77% to 90% as evidenced by the NYC learning environment survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Students are programmed in to houses that consist of a dedicated assistant principal, dean and guidance counselor.	Students	9/14-6/15	Programming committee/Administration
Guidance counselors are scheduled to allow flexibility to accommodate the needs of 8 th grade students applying for high school.	8 th grade students	9/14-2/15	Programming committee/Administration/Guidance Team
Parents will be notified via PTA and parent engagement meetings, SLT minutes posted on school website, Title I Meeting in October.	Parents	9/14-6/15	SLT/ Administration/Teachers

Assistant principals, deans and guidance counselors will visit classroom and the lunch periods to address concerns and remind students that they are available for support.	All Students	9/14-6/15	Assistant principals, deans and guidance counselors
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for staff, staff training for Google Drive and Email.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
By February a preliminary, in-house, Learning Environment Survey will be given to students to monitor progress.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After analysis of baseline writing assessments, it was apparent that students fell below level in writing skills. Results from short and extended response on the 2013-14 NYS ELA exam revealed a similar indication.

Social Studies and Science teachers have been producing three benchmark-writing pieces a year with their classes. Judith Hochman’s Writing Revolution will increase the level of writing in all classes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Social Studies and Science teachers will collaborate with ELA and ELL teachers to implement strategies of close reading and Judith Hochman’s Writing Revolution to align the instructional needs of all students, with particular attention to English Language Learners and Students with Disabilities. This will be evidenced by 60% of our students increasing in writing levels as assessed by a common rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Writing Revolution professional development broken into content areas	Content area teachers	6/14-9/15	Administration, Lead teachers
SWD and ELL teachers will be given special materials and professional development for Judith Hochman’s Writing Revolution.	SWD and ELL teachers	6/14-9/15	Administration/lead teachers
Parents will be notified via PTA and parent engagement meetings, SLT minutes posted on school website, Title I Meeting in October.	Parents	6/14-9/15	Administration/Lead teachers
Trust will be witnessed through the collaboration of faculty to incorporate writing skills into the subject areas.	Staff	6/14-9/15	All Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Materials related to Judith Hochman’s Writing Revolution will be purchased and distributed.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

In February, baseline assessments will be given in all content areas.

Part 6b. Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

When we began using the Danielson Framework for Teaching as an observation rubric, we noticed that the area that our teachers were struggling in were domains 3B and 3D. In 2013-14, one of our CEP goals was to have teachers progress one level of proficiency in these areas. Teachers fell short of this mark, but made significant progress. We want to build upon this goal and progress towards all teachers receiving at least an effective in these areas.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, administrators will conduct at least four to six teacher observations determined by teacher choice and provide feedback and support by using the Danielson Framework with the focus of increasing teacher instructional practice as evidenced by 60% of teachers increasing a half level of proficiency in domains 3B and 3D. Administrators will also attend 80% of all teacher team meeting and provide feedback, which will be evidenced by attendance sheets located in the 125Q.org Google Drive.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Post observation conferences will be conducted after all informal observations.	All Staff	9/14-5/15	Administration
Intervisitation by those teachers that received an ineffective or developing in those areas will be scheduled by instructional teacher leaders, which will facilitate the classroom observations of highly effective teachers in domains 3B and 3D,	Teachers will less than effective ratings in 3b and 3D	9/14-6/15	Instructional Teacher Leaders/Core Inquiry Team

Trust will be evidenced through classroom intervisitations and teacher-to-teacher meetings.	All Staff	9/14-6/15	Instructional Teacher Leaders/Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

A teacher observation schedule will be created, as well as an intervisitation schedule. School will purchase Teachboost to better aggregate observation data.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Observation data will be analyzed and posted in the principal’s office each quarter.

Part 6b. Complete in **February 2015**.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

We implemented the use of Jupiter Grades for the 2013-14 school year and felt that the data tracking component and parent interface was lacking. We decided to shift towards Skedula in the fall of 2014. SLT and PTA meeting produced a common concern of transparency pertaining to assessment and assignments. By creating an email account for each student and teacher, regularly updating the website and implementing Skedula, we hope to remedy this.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, I.S. 125 will increase the use of social media, e-mail, and written publications to expand outreach to parents so they may better understand and participate in their children’s education, as well as in policy-making decisions by expanding the school website to include our monthly SLT minutes, upcoming news and events, and high school applications information. We will implement the use of Skedula/Pupilpath to make student grades available to parents in real time. Each student at I.S. 125 will receive their own Gmail account, @is125q.org, to better facilitate communication between teachers and students. We are also adding another evening of our school musical to invite community members. This will be evidenced by Pupilpath parent-usage data reports, student and parent surveys concerning the use of email and the website, as well as administrative Gmail reports indicating email usage.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

Expand the school website to include our monthly SLT minutes, upcoming news and events, and high school applications information	Parents/Students	9/14-6/15	Administration/Guidance
Provide ongoing professional development of Skedula to staff	Teachers	9/14-6/15	Technology Coach
Create email-contests and surveys for students to encourage use. Email students assignments and projects.	Students/Teachers	9/14-6/15	Administration/Technology Coach
Trust will be witnessed through the increased usage of student email and parent usage of Pupilpath.	Parents/Teachers/Students	9/14-6/15	Administration/Technology Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will purchase a Google Apps for Education account and the rights to use Skedula/Pupilpath. A Technology Coach is employed to oversee much of this goal’s development.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Google drive and Skedula allows us to monitor its usage. Monthly technology meetings will take place to review progress.

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	I.S. 125 designs each class based upon a student's academic performance on both summative and formative assessments. Student's scoring below State proficiency are programmed to receive academic intervention services.	The Achieve 3000 program has been in effect for three years as an approved scientific research based program to assist all At-Risk students, our self-contained special education students and ESL students in the following areas: accelerate reading comprehension, vocabulary, writing proficiency and performance on State exams. Achieve3000 offers differentiated instruction through a web-based platform geared towards the different learning needs of individual students. Close reading strategies are incorporated into various lessons. Elements of Grammar are incorporated into writing assignments. The Common Core State Standards are incorporated to help develop the skills in reading, writing, speaking, and listening. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, and Brain Pop	AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis. Great Leaps is used for the students who have difficulty with fluency.	This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students.

			Technology based programs are incorporated into our self-contained, Integrated Co-teaching and ESL classes.	
Mathematics	I.S. 125 designs each class based upon a student's academic performance on both summative and formative assessments. Student's scoring below State proficiency are programmed to receive academic intervention services.	The modules designed by the State of New York as being implemented, Prentice Hall Mathematics book, The following websites are being implemented: www.classzone.com www.ixl/signin/woodside www.khanacademy.org www.mathplayground.com www.funbrain.com www.coolmath.com www.kenken.com http://www.figurethis.org/challenge.toc.htm www.multiplication.com/interactive_games.htm www.kidsnumbers.com www.fun4thebrain.com www.amathsdictionaryforkids.com www.mathisfun.com www.i-ready.com	AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis. Technology based programs are incorporated into all classes and the programs I ready and IXL have been implemented. This program	This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students.

			focuses on all aspects of the math Common Core State Standards per grade.	
Science	I.S. 125 designs each class based upon a student's academic performance on both summative and formative assessments. Student's scoring below State proficiency are programmed to receive academic intervention services.	The teachers are incorporating non-fiction leveled texts focusing on real world experiences. Differentiated tasks, Close reading strategies and culminating activities are designed through various assignments including writing to help students meet the particular challenges of reading, writing, speaking, listening, and language in Science. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, Brain Pop, Discovery Education, Eduware, and School Messenger.	AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis.	This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students.
Social Studies	I.S. 125 designs each class based upon a student's academic performance on both summative and formative assessments. Student's	The teachers are incorporating non-fiction articles focusing on career readiness skills. Differentiated tasks, Close reading strategies and culminating activities are designed through various assignments including writing. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, Brain Pop, Discovery Education, Eduware,	AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as	This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of

	<p>scoring below State proficiency are programmed to receive academic intervention services.</p>	<p>and School Messenger.</p>	<p>needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis.</p>	<p>the students.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>		<p>Each guidance counselor/social worker, addresses individual student's specific needs. The following are student support services that are being addressed: counseling, anger management, attendance improvement services, community program links, self-esteem group sessions, parent/family support, mental health related services, health related issues, and transition planning. Student advisors are used to help improve self-esteem. The School Psychologist addresses individual student's specific needs. The following are student support services that are being addressed: counseling, anger management, self-esteem group sessions, parent/family support, mental health related services, health related issues, speech/language referrals, occupational therapy referrals, and transition planning.</p>	<p>Small group counseling and One on one counseling services are provided</p>	<p>Counseling takes place during the school day.</p>

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.	
<p>The following are the strategies and activities used for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.</p> <ul style="list-style-type: none"> All teachers are given professional development (PD) weekly, as well as on professional development days dedicated to staff development. Positions are posted on the online Department of Education web site where candidates can apply. An experienced and well-developed teacher mentors all new teachers. Highly Qualified Teachers professional development and mentoring are provided by: <ul style="list-style-type: none"> ELA Lead teacher Math Lead teacher ELL coach I.E.P teacher <p style="padding-left: 20px;">Struggling teachers meet weekly for guidance and support with subject specific assistant principal</p>	

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> Professional Development is planned collaboratively with lead teachers based on school wide surveys to identify teacher's needs, our Instructional Focus and the Instructional Shifts. All teachers are given professional development (PD) on a weekly basis, as well as on professional development days dedicated to staff development. Teachers attend programmed teacher team meetings each week ELL, ICT teachers attend ongoing professional development given by the CFN network. The literacy and mathematics coaches will support teachers and, the Core Inquiry Team (ILT) will monitor the progress of our Professional Development plan.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

We have increased the amount of participation in the decision making process by creating Professional Learning Communities. Based on their assessment of student progress, teachers researched and attended outside PD. Upon returning to the school they turnkey these new strategies to the faculty. We then encourage intervisitations to view these best practices. Teachers continue to support their colleagues with additional small group PD.

Through formative and summative assessments, the school community highlights the areas of strengths and weaknesses, which are studied and broken down by content area and subgroups. Strategies and interventions are designed to address the needs of those groups.

Team meetings are programmed into each teacher's schedule providing each teacher with the opportunity to share results from assessments and discuss interdisciplinary learning.

The Core Inquiry Team is comprised of representatives from each discipline including ESL and SPED to review data and determine best practices to support our school-wide instructional focus.

The Lead Teachers provide in-depth small group Professional Learning Communities based on teacher survey and selection as well as results from teacher ratings. These groups take place during the school day on specific competencies.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$798,107.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$35,444.00	X	
Tax Levy (FSF)	Local	\$7,673,902.00	X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **I.S. 125Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **I.S. 125Q** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - Computer Workshops
 - English Classes for Speakers of Other Languages
 - Parenting Skills Workshops
 - Parent Library
 - Parent Coordinator Outreach
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - Annual Parent Survey
 - School Leadership Team
 - Development of the Comprehensive Education Plan
 - Active Participation in the Parent and Teacher Association
 - High School Articulation
 - Parent Coordinator Outreach
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - ARIS Instruction and Use
 - Pupil Path training (Skedula)

Student Quarterly Progress Reports

Parent Teacher Conferences

Periodic Assessments

Team Meetings

Jupiter Grades System

- providing assistance to parents in understanding City, State and Federal standards and assessments;

Academic & Performance Standards Discussions (Common Core Curriculum)

Promotional Requirements & Testing Workshops

Articulation & Curriculum Meetings

Parent Coordinator Outreach

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Monthly Newsletters

Meetings and Workshops (Interpreters Provided)

The I.S. 125 Website (Translations by Google)

Email

School Letters & Notices (Translations by DOE & Staff)

Bulletin Board Postings

Student Agendas (Translations by DOE)

Parent Handbooks (Translations by DOE)

School Messenger (Translation by school staff)

Parent Coordinator Outreach

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parent Trips

PTA Meetings

School Leadership Team

Multi-Cultural Festival

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. The school will maintain this information.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies

as described in the school's Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

Hosting educational and family events throughout the school year:

- Family Trips
- Workshops
- Classes
- Unified Arts Shows
- Multi-Cultural Festival
- Book Fairs
- Community Service Events & Opportunities
- Annual Curriculum Conference

-Conducting parent workshops and classes based on parent assessment needs:

- Computer Skills
- English As a Second Language
- English Literacy & Civics
- Citizenship Preparation
- Parenting Skills
- Educational Accountability
- Common Core Curriculum
- Assessments

Community Resources/Referrals
Subsides and Entitlements
Housing Information
Health & Well Being
Bullying Awareness & Prevention
Skedula/Pupilpath

Translating all school documents and providing interpretation during meetings and events as needed:

Use of Department of Education's Office of Translation & Interpretation
Staff Interpreters
Volunteer Student Interpreters

Hosting the Annual *Title I* Meeting by December 1st of each school year to advise parents about the school's Title I funded programs, their right to be involved, and the parental involvement requirements under Title I-Part A-Section 1118 of the No Child Left Behind Act:

Choice of Consultative Structure
Title I Funded School Programs
Title I Parent Involvement Funds
Parent Involvement Policy
School-Parent Compact

-Improving home/school communication through the use of:

Parent and Student Planners
Jupiter Grades System
Quarterly Student Progress Reports
Semi-Annual Parent Teacher Conferences
Extended Parent Teacher Conversations

School-Parent Compact (SPC) Template

I.S. 125Q in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

I.S. 125 will continue their support of home-school relationships and improve communication by:

- providing opportunities for parent consultation with staff at Parent Teacher Conferences, during Curriculum Night in September, through Extended Parent Teacher Conversations, and throughout the year at the mutual convenience of parents and teachers during pre-arranged telephone conferences or in-person meetings and/or team meetings
- offering opportunities for parents to volunteer in the school as members of the School Leadership Team, with the PTA, as chaperones for trips and special events, as translators during meetings and Parent Teacher Conferences, and as volunteers for special events
- providing parents with timely information about individual student assessments, performance profiles, and other pertinent information
- offering informational and instructional workshops and classes to better prepare parents to support their children’s academic, emotional, and social needs
- forming alliances with parents/guardians in the governance of the school
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents to inform them of the school’s Title I status and funded programs and their right to be involved
- arranging additional meetings at flexible times and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in their children’s education
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this School-Parent Compact and ensuring that these documents are distributed and discussed with parents each year

I.S. 125 will provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- notifying parents of the procedures to arrange an appointment with their children’s teachers or other school staff members
- planning activities for parents to meet with teachers during the school year, e.g., Parent-Teacher Conferences, Curriculum Conferences, Team Meetings, Extended Parent Teacher Conversations

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Thom McCann	DBN: 24Q125
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 160
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 3
of content area teachers: 6

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: I.S. 125 will implement a Saturday Academy that will target our ELL population in grades 6-8. The program consists of 9 teachers: 3 certified in ESL, 3 certified in ELA, and 3 certified in Math. This program is an academically rigorous program that is directly aligned to the Common Core Learning Standards. The program will run from the middle of November through the end of April, for approximately sixteen (16) Saturday sessions from 8:30 am to 11:30 am. There will be three classes on the 6th, 7th and 8th grade levels. The program will target approximately 160 ELL's across the beginner, intermediate, and advanced levels. This program will build on the strength of the curriculum in both Math and ELA, while building language development in a small group setting. Each student will rotate between two classes per session. One of the classes will be mainly focused on ELA/ESL. The design of these lessons will be based on the Title III AMAO analysis of the NYSESLAT modalities. Since writing is the school wide goal at IS 125, these lessons will also target effective writing skills throughout the content areas. Various ESL strategies, including but not limited to QTEL, vocabulary squares, shades of meaning, and close reading, will be used during each lesson by the certified ESL teacher who will work in differentiated groups during the work time to help ensure success. This part of the day will be an hour and a half. The ELA content teacher and the ESL certified teacher will co-plan through out the week and determine necessary reinforcement of deficient skills. Throughout the lesson the ELA teacher will focus on content while the ESL teacher will use the strategies mentioned above to build vocabulary, comprehension and writing skills. The second class will be designed to focus on the deficiencies of our ELL subgroup in their math classes. This part of the day will be one hour and a half. The classes will be instructed in the English language with attention paid to ensuring that our ELL's meet the standards necessary to pass the required NYS Exams in Math and ELA. The three ESL teachers will teach the ELA component to all ESL children attending the Saturday academy. There will be one supervisor (administrators) on site every Saturday to maintain a safe environment and ensure quality instruction. The supervisor will be there half an hour before and after dismissal to ensure safe drop off and pickup of students by parents. Title III Supplementary Material funds will be used to purchase various books and hands on materials to support the instruction of Math and ELA during the Saturday Academy. These books include Visions and I Ready CCLS.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teachers are afforded opportunities for professional development and to participate in peer focus groups. Many have been trained in Q-TEL and continue to attend workshops offered by the Office of English Language Learners and the NYS Department of Education. The lead teachers will conduct professional development sessions once a month for an hour and twenty minutes to prepare the teachers with tools to help the ELL population during the Saturday Academy. The focus of these PDs will be on building academic language throughout the content area, as well as in the various writing pieces required for students to write. Furthermore, differentiated strategies for the ELLs in the ELA and Math content areas will be a main focus. Peer group focus will consist on higher level questioning strategies and techniques. All teachers will be required to attend these professional developments.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: English classes, computer workshops, parenting skills workshops, high school information sessions, academic expectations and requirements, and testing awareness presentations are all offered throughout the year to parents. These activities are available to parents, but most are specifically designed to target parents of ELL students. English and Computer classes are designed to provide parents with the opportunity to improve their English language skills and to better prepare our parents to help their children. They will learn how to navigate the ARIS Parent Link, the school website and the Skedula on line grading system, which will keep them informed with up-to-date information about their children and the school. Parenting skills workshops will assist parents in their struggle to deal with the challenges of adolescence, life in a new country, navigating a new school system, as well as providing them with support in their mission to raise responsible and academically successful children. High school, testing, and academic information sessions and workshops will provide parents with the knowledge necessary to prepare their children academically, to understand their options in the school system, to learn how to assist their children in making the best choices, and to support them in becoming the best that they can be. Letters, about the programs, will go home with the students in English and in the parents preferred language. Translation assistance will be made available during parent activities in Spanish, Bengali and Chinese.

English Classes: Offered from November through June on three ability levels for 1.5 hour sessions on each level twice a week, for a total of nine hours a week. Topics covered include: grammar, conversation, listening, reading, writing, citizenship and voting. These classes are provided by the

Part D: Parental Engagement Activities

Parent Coordinator.

Computer Workshops: Offered in four-week sessions with classes held twice a week for two hours per class. Workshops are offered twice a year, in the winter and in the spring. Topics include: navigating the internet, using Microsoft Office Suite, setting up an e-mail and accessing Skedula, the school website and ARIS. These classes are provided by the Parent Coordinator.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 125
School Name Thomas J. McCann Woodside Intermediate		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Judy Lynn Mittler	Assistant Principal Andrea Gnecco
Coach Kristie LaTorre	Coach Judy Glazer
ESL Teacher Maria Palesty	Guidance Counselor Celia Hanney
Teacher/Subject Area Stephanie Buchstein/S.S.	Parent type here
Teacher/Subject Area Georgia Athanasopoulos/ELA	Parent Coordinator Heather Strafer
Related Service Provider Michelle Hammer	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1736	Total number of ELLs	291	ELLs as share of total student population (%)	16.76%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained						2								2
Push-In						1	4	6	6					17
Total	0	0	0	0	0	3	4	6	6	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	291	Newcomers (ELLs receiving service 0-3 years)	127	ELL Students with Disabilities	86
SIFE	9	ELLs receiving service 4-6 years	117	Long-Term (completed 6+ years)	47

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	127	8	5	117	1	50	47	0	19	291

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	127	8	5	117	1	50	47	0	19	291
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						37	44	48	37					166
Chinese						1	1	2	4					8
Russian														0
Bengali						6	12	21	15					54
Urdu							1	2	1					4
Arabic							1	3	2					6
Haitian														0
French														0
Korean														0
Punjabi							1							1
Polish														0
Albanian														0
Other						8	10	15	19					52
TOTAL	0	0	0	0	0	52	70	91	78	0	0	0	0	291

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						7	7	9	5					28
Intermediate(I)						13	13	24	19					69
Advanced (A)						27	47	57	50					181
Total	0	0	0	0	0	47	67	90	74	0	0	0	0	278

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	27	11			38
6	49	11			60
7	61	13			74
8	42	17			59
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	24	20	16	12	3	2	2	0	79
6	49	33	13	8	3	2	0	0	108
7	58	38	24	11	1	0	1	1	134
8	46	28	17	5	4	1	2	2	105
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	9	5	34	22	23	10	0	0	103

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	1	0
Integrated Algebra	32	0	25	0
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	1	0	1	0
Living Environment				
Physics				
Global History and Geography				
US History and Government	1	0	1	0
Foreign Language	1	0	1	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the Fountas and Pinnell and Achieve 3000 to assess early literacy skills of our ELL population. Teachers look at fluency and comprehension as well as how students scored in each of the four modalities to create lesson plans. Furthermore, after these assessments, teachers are more aware of what independent reading level the class is on, as well as what guided reading/shared

reading the students should be working at.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the NYSESLAT, students are weak in the areas of listening and writing. With regards to the LABR, we find it a trend that most students perform low on the listening and reading modalities. Furthermore, most students who come into our school from an English dominate speaking country (ex. Phillipines), these kids test proficient on the LABR.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Teachers use the data from the NYSESLAT to drive instruction for our ELL population. All teachers (ELA/ESL) read novels with the students and after each chapter students are required to respond to a task. At the end of each novel students are required to write an essay aligned to the CCLS. Teachers also use the chapters in the book to teach listening. Students are asked to listen as the teacher reads and to take notes. The notes are then used to respond to a question. After each novel students are asked to work on a group project. Part of the final grade requires students to present to the class. Furthermore, the four modalities are promoted throughout the content (content teachers) as well. In math, all students are asked to explain in writing their answers. In social studies and science, students practice taking notes while listening and they practice their speaking skills by engaging in conversations about the content being taught. The AMAO tool has been an important resource to our ESL teachers. The data that is compiled within this tool is used for many purposes, such as student grouping, identifying various trends which may be hindering their academic progress, and helping teachers create target goals to make progress. Our data reveals that we are meeting AMAO 2 (proficiency), however we must work on AMAO 1 (making progress).
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Overall, the proficiency rating for the ELA exam was 2.63 and for math was 2.77. On the 5th grade ELA exam, the average was 2.58 and in math, it was 2.72; on the 6th grade ELA exam, the average was 2.58 and in math it was 2.70; on the 7th grade ELA exam, the average was 2.68 and the math was 2.70; on the 8th grade ELA exam, the average was 2.63 and in math it was 2.91. In ELA, our ELL subgroups overall proficiency rating is 1.93 and in Math it is 2.11. The advanced/intermediate students are slightly stronger in math than in ELA. With respects to the non-ell population, our ELL population is performing at a significantly lower proficiency level in ELA and Math. The overall growth percentile average for the ELL subgroup in ELA was 55.83 and for Math 53.13. The school administration analyzes much of the data of the ELL subgroup and turns key at various PDs on how to assess and instruct this population. The teachers use the analysis of the data from the administration and the results from the ELL periodic assessments to create various units of study. These data results are crucial to each students progress. The teachers differentiate the instruction according to this data in workstations. From this years first periodic assessments, data has shown that our ELL population scored lowest on the listening and writing parts of the assessment. The reading and speaking portions are the strengths of our students. Our school has learned from this information that the biggest weakness amongst our students is the writing part, which includes grammar, form and function. Instruction is geared according to these results.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The RtI's in the fifth grade consist of the use of technology through IXL (math) and Achieve 3000 (ELA). This is based upon the results (data) of the informal pre-assessments (given by teacher), which specifically address student individual needs. Within certain ELA and Math blocks throughout the week, students are provided iPads, with their specific assignments and goals on a weekly basis. The ELL teacher is their to constantly support the language of the ELL students, by providing TPR, visuals and other various UDLs. In addition, students are able to access their accounts at home or in the public library.
6. How do you make sure that a child's second language development is considered in instructional decisions?
To ensure that a child's second language development is considered in instructional decisions, the ELL subgroup participate in the same, rigorous, Common Core aligned curriculum for ELA, math, science, social studies and unified arts programs as do non-ELLs. The teachers use ELL-friendly strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams and pictures, and doing hands-on activities and experiments. Furthermore, an ESL teacher co-teaches each lesson and ensures there is a language focus each day, through every class.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Our ELL students are successful as every year. We average about 65 students who test out of ESL and transition into a regular class. Our attendance for the ELL students during an extended day and the Saturday Program is high. We attribute success to the attendance of our students in these programs. Also, teachers measure the students' growth with the periodic assessments. The Pearson Periodic Assessment is our specific assessment tool. We look for trends with our students and if students are not making progress the areas of concern are addressed.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Our school identifies ELLs via the following screening and assessment instruments: Home Language Identification Survey (HLIS), which is offered in the English, Spanish, Chinese, Korean and Bengali languages, Language Assessment Battery- Revised (LAB-R), and the New York State English as a Second Language Achievement Test (NYSESLAT). An interview between the pedagogue and parent is conducted to determine whether or not the child being admitted is an ELL or not. The HLIS informs and identifies IS 125 of those students who speak a language other than English in their home environment and allows the school to administer a LAB-R to determine initial English language proficiency. At the time the parent fills out the HLIS, a pedagogue there to help the parent with any questions or concerns they may have. After the LAB-R (Spanish LAB-R) is administered and the proficiency level is determined, the child is placed into the appropriate setting. All students who test within the beginner, intermediate or advanced levels are required to take the NYSESLAT at the end of each year. This assessment is mandatory and determines eligibility of services for the following year. The testing coordinator in the school, is the person responsible for analyzing the HLIS and determining LAB-R eligibility. Furthermore, the testing coordinator administers the LAB-R to all new incoming ELLs within the first 10 days of entry into the public school system. At the end of each year, the NYSESLAT is administered by all of the ESL certified personnel within the building.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Within the first 10 days, in order to select an appropriate program, parents/guardians of newly enrolled ELLs participate in a Parent Orientation session where they will be presented with the 3 different options (transitional bilingual education, dual language, free standing ESL) of placement for their child. Program placement will be presented with clarity and objectivity. The school ensures that a translator for each different language is available on site to answer any questions. The meeting will focus on familiarizing parents with the NYC school system and explaining the program options. A video in various languages will provide parents of newly enrolled ELLs information about the organization of the programs offered. It will also provide them with pertinent information regarding state and city standards, core curriculum, assessment information, academic expectations and general educational program requirements. Students are placed in the appropriate program within 10 days of enrollment in the school. Parents may opt out of Dual Language and Bilingual Education, but may not opt out of ESL instruction. If parents do not select a program, the student is automatically placed in a bilingual class where available. If such a program is not available and parents choose not to transfer their child to a school that has such a program, the student is placed in an ESL class. Programs offered at our school are aligned with requests from the parents. Over the past few years it is a pattern that the parents' first choice is the ESL program. However, in accordance with federal mandates, IS 125 will open a Transitional Bilingual class if 15 or more parents request that option or allow Spanish speakers to transfer. Many parents of other language minority students, Chinese and Korean, are unwilling to transfer from IS 125 to a transitional bilingual program school. The testing coordinator, Ms. Palesty and the Principals and APs of the building are in charge of executing this orientation. The parent coordinator is also present to assist in any way possible.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the start of each school year, the testing coordinator identifies all of the recurring ELL students and the former ELLs, as per the Spring NYSESLAT scores. According to their scores from the NYSESLAT the school distributes mandated entitlement letters or transitional letters, stating the level of proficiency of their child and the class the child has been entered in. As per the new incoming students, after the LAB-R is administered, a letter stating the proficiency level is sent home. A parent choice orientation is conducted upon arrival of any new admits. During this orientation, the parents fill out and return the Parent Choice Selection Form on site. The parents are notified of the default program (Transitional-Bilingual) as per the CR Part 154 their child will be placed in. After the orientation is over, the school will file the parent choice forms and update the ongoing records.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After the parents are given the orientation of the different programs available for their children, the students are placed accordingly. Since the immersion program is most requested within the IS 125 school, our newcoming ELL's are for the most part placed into a Free standing ESL program. A letter is sent home making parents aware of what class their child was placed. Any parent who requests the Transitional Bilingual program is referred to a neighboring school which has the program available. A record is kept of the parents who request that program and the language requested and once the number of students reaches 15, the Transitional Bilingual program will be available for the child in our building.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All students who test within the beginner, intermediate and advanced levels are required to take the NYSESLAT at the end of each year. This assessment is mandatory and determines eligibility of services for the following year. Each day within the window, over 4 consecutive days, a different modality is tested. A testing schedule is created for all students with disabilities who require various modifications. Certified ESL teachers administer the NYSESLAT. In the rooms with modifications, the ESL teacher is accompanied by a SPED teacher. After the four days are over, a make-up schedule is created and make-ups begin immediately to ensure each ELL student participates in the exam.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Trends within the IS 125 building show that the Free Standing ESL program is the most requested. This year, there are 4 parents of the Spanish and Bengali languages, who requested the Transitional Bilingual program. One of the Spanish families felt it necessary to take their child out and put them in a neighboring bilingual program. The other parents opted to leave their children in our building. We have kept record of the parent requests both in the building and on the ELPC ats screen. Our ESL programs are determined every year around the parent requests. The trend for the past few years in the IS 125 building have been the request of the Free Standing ESL program, which is the only program available.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

We use the push in co-teaching model of instruction for all of our advanced, intermediate and beginner ELL classes in grades 6-8 and the self-contained model in our 5th grade. Each proficiency level is homogeneously grouped; for example, all the beginners, intermediate and advanced are grouped together on each grade level (5-8). In the 5th grade, there are 2 certified ESL pedagogues teaching both the ESL classes. For the beginner/intermediate classes in the 6th, 7th and 8th grades, there is one licensed ESL teacher, who follows the classes at all times. All subjects are co-taught with the content certified teacher. For the advanced ESL classes, one certified ESL teacher will be assigned to two classes, where the co-teaching model will be in place with a content certified teacher, throughout the instructional day. Furthermore, each class is given a 45 minute ESL block, where the ELL teacher will be able to support their language acquisition.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

For all of our advanced ELLs and SPED ELLs students, a certified ELL pedagogue services them for at least 180 minutes per week, if not more. Our beginner and intermediate ELLs are serviced for at least 360 minutes per week, if not more.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The content areas are co-taught between a content specialty teacher and an ESL certified teacher. Where the content teacher teaches the content special material, the ESL teacher is there to support language and the multiple entry points of the students. The content that is taught is on-grade level material and is differentiated to help the needs of all the students. Furthermore, all the content contains academic rigor and is aligned to the Common Core Learning Standards. ESL teachers provide images, graphic organizers, student friendly definitions to unknown words to support the understanding of all content. Moreover, juicy sentences are unpacked and the close reading strategy is implemented throughout the content areas in order for students to better understand the uses of the English language within non-fiction texts. In each of the classroom libraries where ESL students are taught, including the school library, there are native language texts to support all content being taught from grade 5 through 8.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The Spanish Lab-R is given to all newcoming Spanish ELL's, if they do not pass the English Lab-R. This helps us identify whether or not the child was being instructed in their home countries. Subsequently, for Bengali, Korean, Chinese, Nepali, Tibetan, Tagalog, etc., an informal interview is done with the child to get a better understanding of the child's academic history. This interview is conducted by a pedagogue in the building who speaks the language or with translator provided.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All teachers within the building (content, specialty, etc), must include a language focus within each lesson plan. This language focus implements one or more of the four modalities (reading, writing, listening and speaking). Due to the fact that all teachers within the building have language focus, our students tend to perform very well on both the Periodic ELL Assessment and most importantly, the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?

- Describe your instructional plan for SIFE.
- Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for long-term ELLs (completed 6+ years).
- Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Our SIFE students have been identified and placed in the appropriate level ESL class Beginner, Intermediate or Advanced.

These students are strongly encouraged to attend extended day in Literacy/Math. During this time, they are serviced by their ESL teacher. They also receive a period a day of language support (ESL) services in Literacy/Math where the focus is on reading skills and

comprehension strategies; writing craft and process; basic spelling, vocabulary and grammar.

b-d. Due to the new Common Core Learning Standards, all students are required to take the same assessments at the end of the year. Therefore, our newcomer students are immersed into a class which provides rigor according to these standards. The ESL teacher who follows and coteaches with each beginner ELL class provides differentiated instruction through the use of visual images, graphic organizers, foldables, use of highlighters, workstations, technology, vocabulary building using games and mapping, shades of meaning vocabulary cards and many more, which are scaffolded to meet the needs of each specific students.

e. Transitional classes are provided to former ELLs, where they are still receiving the language support class. After scores and data are analyzed, many of the former ELLs are given the opportunity to participate in foreign language classes. Furthermore, these students are given the choice to sit for History, Science and ELA regent exams.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Juicy Sentences and Close Readings are the main instructional strategies that are used with the ELL-SWD population. These instructional strategies ensure that this specific subgroup receives all the content area knowledge necessary to know, along with the language development. In addition, graphic organizers, visuals, workstations and the use of technology are also great support strategies for these students. To stay in compliance with the new CCLS, focusing on academic rigor, on grade level materials are used for these student and the teachers are required to differentiate any tasks according to their IEP goals.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Grades 5-8 have at least one ICT and SETTS class. Many of our ELL-SWD's are placed in these classes due to the extra curricular, instructional and scheduling flexibility that are available to meet the diverse needs according to the IEP. A language Support (ESL) class is mandated to these students for extra reinforcement. Furthermore, these students are strongly encouraged to attend morning tutoring and given first priority to get a seat in our Saturday Academy. As well as the two interventions above, our students are also serviced in small group and/or individualized instruction given within each specific content area, on an as need basis. This is given by the special education and/or ESL provider.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

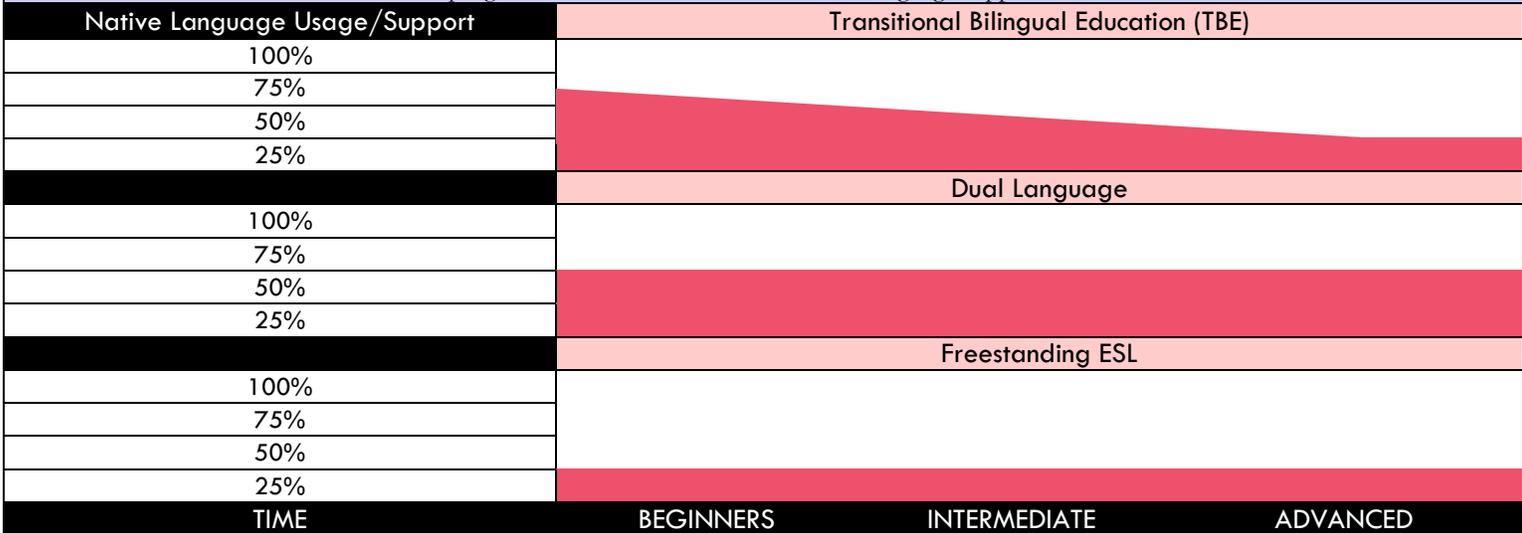
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All content area specialists, along with the ESL teacher, are trained to teach according to the learning styles inventory. This means that the educators accommodate the specific needs of each child as per their learning style. To make this successful, we have i-pads for all the ELL students. With the i-pads, students will dictate, draw, highlight, etc to meet the needs of their specific learning style. Subsequently, differentiated tasks and rubrics in all contents will be given to students on a need to need basis for their writing pieces. Also, during content classes, manipulatives and graphic organizers will be used. Furthermore, each ESL class receives one period a day of language support (ESL). This ESL class is designed to reinforce math and ELA skills that our ESL students struggle with. The four modalities of the English Language are also reinforced during this period to support the NYSESLAT assessment. Also, all ESL students within the building are mandated to come to extended day, which is from 8:00 am to 8:30 am, Monday through Friday, where math and ELA skills are also reinforced. Furthermore, a Saturday Academy has been set up, where the majority of the ESL students in our building have opted to attend. This is also a reinforcement of math and ELA skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Due to the homogeneous grouping of ELLs within our building, we are better able to implement the academic rigor of the Common Core Learning Standards of both the content and ESL. By challenging our ELL students within this co-teaching setting, we are able to see academic growth in both the content and the language development areas. ELL research based strategies are used within the content classes and the content teachers incorporate language focus' in each lesson which promote the development.
11. What new programs or improvements will be considered for the upcoming school year?
- I-ready has been purchased for all the ELL students in the building. I-ready is a research-based, classroom-proven technological program that help educators effectively address the diverse needs of every student. ELL classes will have at least a double period block in the computer labs each week to use this program. Furthermore, Jupiter Grades has been also purchased which will allow us to communicate with the parents of our ELL students in various languages more often. Both these programs being implemented this year will help our students show progress both academically and socially, which will better prepare them for high school and beyond.
12. What programs/services for ELLs will be discontinued and why?
- The self-contained program for our beginner ELLs in the 6th, 7th and 8th grades was discontinued this year. Where the students were making academic progress in the reading and writing modalities, their communicational skills and listening skills were not. Furthermore, the self-contained program did not allow our ELL students to be socially prepared for high school and beyond.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All curricular and extracurricular activities in the school building are extended to the ELL population, with the exception of a foreign language. To supplement the foreign language, all ELL students are scheduled to take an AIS class where all major skills are reinforced. This class has shown great improvements in our ELL populations progress. We decided to take a foreign language out of their schedule because these students are learning English as a second language. ESL students are mandated to attend extended day from 8:00-8:30 Monday through Friday. They are serviced by a licensed ESL teacher. ESL students are also invited to attend the Saturday Program which runs from November through May. The program reinforces English and Math skills as well as prepares students for all modalities of the NYSESLAT. The Champions Club is also an after school tutoring/athletic program that most of our ELL population attend. All of these programs are extended to these students through forms which are also translated in the majority of languages in the building. These programs rarely ever close, and exceptions are always made if they are. The funding for the Saturday academy is through Title III and the Mandated extended day is as per the UFT collective bargaining agreement.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers of ESL classes use Smart Boards and Response Pads to allow students to interact with the lesson. Furthermore, this year, all ELL students in the building have been given their own I-pad, which is kept in the classroom and used throughout the content area. Different applications are used for the different learning styles amongst the students. The native language materials, we have found, are better accessible using technology, as opposed to keeping them in the library. While the libraries are still equipped with native language texts, the I-pads are also equipped with applications for native language content use.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All students in ESL classes are taught in English with differentiated leveled materials (Leveled Texts). Although these materials are on grade level, manipulatives, graphic organizers and other hands on materials are used to support our ELLs. Furthermore, the

classroom libraries have many various native languaged texts which support all the materials being taught in the content. Students also have bilingual translation dictionaries in their languages which they use from day one.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Achieve 3000 is being used to supplement reading/writing leveled books according to Fontis and Pinell. These results will help guide instruction at the appropriate age level and keep the student independently reading at the appropriate grade level. The ESL teacher will provide academically rigorous tasks which will challenge the students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Summer school is offered to newly enrolled students and non mandated ELL students to prepare them for the upcoming school year.
18. What language electives are offered to ELLs?
ELL students are offered the option to learn a foreign language on a case by case basis. ELL's are actively learning English as a second or foreign language.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development takes place on every first and third Monday of each month, from 2:50-3:30, Election Day and Brooklyn Queens Day, and every Friday (Inquiry)-8:00-8:30. Specific PD's on the various technological advances such as I-pads, Achieve 3000, I-ready, Jupiter Grades etc., are given during this time. In addition, professional development sessions combine the ELA and ESL faculty so that all teachers are aware of current trends and expectations. As per Jose P., all staff continue to be trained in ESL Methodologies, ESL Assessments, Shared Reading, Guided Reading, Guided Writing, Workstations, and Conferencing with Teacher Assessment Notebooks. Content area teachers continue to receive training on ESL strategies that will help prepare students for the NYSESLAT exam. Currently, our teachers are being immersed into the new CCLS and Danielson's Framework and they are being guided on how to make their instruction academically rigorous, while still differentiating for our ELL population. These PD's are lead by the Assistant Principals and delivered to all teachers. Our instructional focus of the school is to implement close readings into all classes, including content. This focus is supported during the year through various PD's. Furthermore, creating expository, informational, narrative, and argument writing pieces is a crucial gear of instruction this year. As per the common core learning standards, these are vital pieces of writing our students will need to be proficient in and to be successful in the high school level. Subsequently, the use of more effective vocabulary within this writing is also being highly measured. Therefore, ongoing professional developments, focusing on the above, occur within our building. Professional development training consists of: building tier II vocabulary within non-fiction texts (juicy sentence), writing process, juicy sentences (to master the different forms of sentences), creating effective tasks and rubrics (to challenge our students), promoting instructional conversation while reading and writing (questioning), making the co-teaching model work effectively, and the analysis of student work to effectively meet the needs of the students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Typically, most parents of ELL students are hesitant about becoming involved in the school community. This is primarily due to the following circumstances: limited English proficiency, lack of understanding of our educational system and/or culture, work conflicts, and undocumented legal status. To help to break down some of these barriers and engage these parents in our school, we offer ESL classes, computer instruction, preparation for the naturalization exam, and workshops on educational issues such as testing, grading, common core standards, high school information, ARIS, and now, the new Jupiter grades system. Letters and flyers are translated into the major languages spoken in our school, interpreters are provided at meetings, parent teacher conferences, and at team or IEP meetings with families. The school website has a translation tab that allows parents to view the entire website in the language of their choice through Google Translate. At the beginning of each school year a list of student interpreters, speaking nearly every language in the building, is compiled and distributed to the main office, administrative and guidance staff to assist in providing interpretation to parents who come in to the building and do not understand or speak English.

We collaborate with several CBO's who provide assistance and services to our ESL families. These include:

-Woodside On The Move for eviction prevention, landlord tenant mediation, tenant advocacy, and other housing related issues, as well as afterschool and summer programs for youth

-Emerald Isle Immigration Center and Catholic Migration for immigration issues

-La Guardia Community College and the Jeanne Elmezzi Adult Learning Center for additional free ESL classes, literacy, and GED programs.

To evaluate the needs of the parents we disseminate a Parent Survey, translated into our major languages, requesting input from the parents as to what type of workshops, classes, and information would be most helpful to them throughout the year. At PTA meetings, parents are also encouraged to voice their opinions and express their needs to members of the PTA Executive Board, who speak Spanish, Arabic, and Filipino, making it easier for those who are not secure in their English speaking abilities to express their needs and concerns. Additionally, parents reach out to the Parent Coordinator to discuss matters of importance to them and their families. Utilizing the information we have gathered from these strategies, we have formulated the activities previously mentioned to specifically address the greatest needs of our parents.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q125 School Name: Thomas J. McCann

Cluster: 2 Network: 204

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon arrival into our building, the HLIS (Home Language Identification Survey) is given to the parents in the home language spoken. In some cases, pedagogues who speak the majority languages (Spanish, Arabic, Bengali, Chinese, Korean) in our building are used for translation support to our parents. During the ELL Parent Information Sessions, all materials given are translated into the necessary languages. Furthermore our bilingual teachers are invited to sit and assist parents in any way possible.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Major Findings: Roughly 32.5% of parents spoke Spanish as their first language, and preferred notices sent home in both English and Spanish. Furthermore, 7.5 % of parents spoke Bengali and preferred notices to be sent home in both English and Bengali. Less than 10% of parents required translation into Korean, Chinese, Hindi, Tibetan, Nepali, Arabic or Urdu. These findings were reported to the school community at a PTA meeting in September.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Notices sent home to parents are distributed as double-sided handouts, with English on one side, and the home language on the other. According to what language the parent requested on the HLIS, translations in other languages are provided to classroom teachers, to distribute to students. For letters that are not translated on the DOE website, the language translation and interpretation unit has proven to be very useful. Furthermore, translation of documents are occasionally done by in-house school staff. However, for notices that cannot be translated in a timely fashion, a Foreign Language Notice cover sheet with "This notice is very important. It will affect the education of your child. Please have it translated", written in 17 different languages is attached to the letter upon distribution.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation into Bengali and Spanish provided at school meetings, PTA meetings, and special events. These services are provided by in-house school staff and parents. Other language translations are handled on a case-by-case basis, and is generally provided by school staff during the day, and by parent volunteers during most evening meetings. Translation is also available during the school day for parents through staff speaking Spanish, Arabic, Bengali, Korean, Chinese, Hindi, and Urdu. Additionally, at the beginning of each school year, a list of dependable student volunteers who are selected by their teachers, is compiled. This list is then distributed to the main office, deans, guidance counselors, and administration to be used if a parent speaks a language for which there is no obtainable means of translation among the staff. A student who has been identified from this list will then be asked to assist in translation. The DOE Office of Translation and Interpretation can also be enlisted for telephone translations.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of the Chancellor's Regulation A-663 concerning parental notification requirements by providing parents with information about their right to translation services, and making a copy of this notification available in the main school office in all the major languages. Parents in need of translation services will be sent to the main office, where it will be determined what language is needed, and where every attempt to provide services in this language will be made. Important signage throughout the school will be posted in English, Spanish and Bengali, especially signs that relate to safety. The notice of the translation policy is also posted in the main lobby of the school in the nine major languages for which interpretation is provided by the DOE.

